

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of Two District High Schools (02M280 and 02M282) with Existing Schools The Urban Assembly School for Emergency Management (02M135) and Murry Bergtraum High School for Business Careers (02M520) in Building M520 Beginning in the 2014-2015 School Year

I. Summary of Proposal

On October 15, 2013, the Panel for Educational Policy (“PEP”) approved the proposal to co-locate the kindergarten through fourth grades of Success Academy Charter School – New York 1 (84MTBD, “SA – New York 1”), a new public elementary charter school, in M520.^{1,2} However, upon further consideration, the New York City Department of Education (“DOE”) has concluded that this proposal will not be implemented. Instead, the DOE has determined that it is more appropriate to co-locate additional high schools in this building because schools serving the same grade levels have greater opportunities to collaborate on the use of shared spaces (such as science labs and libraries), and to provide expanded academic partnerships, shared relationships with community-based organizations (“CBOs”) that serve the same grade levels, and extra-curricular activities across the schools.

The DOE now proposes to co-locate Manhattan Early College School for Advertising (02M280, “MECSA”), a district Career and Technical Education (“CTE”)/early college high school,³ and Urban Assembly Maker Academy (02M282, “UA Maker Academy”), a district CTE high school,⁴ in building M520 (“M520”) with existing district high schools The Urban Assembly School for Emergency Management (02M135, “UA-EM”) and Murry Bergtraum High School for Business Careers (02M520, “Bergtraum”) in the M520 building beginning in the 2014-2015 school year. M520 is located at 411 Pearl Street, New York, NY 10038, within the geographical confines of Community School District 2 (“District 2”).

If this proposal to open and co-locate MECSA and UA Maker Academy in M520 is approved, students will have access to two additional high school options in Manhattan. Both schools will be open to students through the Citywide High School Admissions Process and will have a limited unscreened selection

¹ That proposal is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/Oct15SchoolProposals>.

² A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

³ MECSA was originally proposed to be co-located in the M446 building with University Neighborhood High School. The Educational Impact Statement (“EIS”) describing that co-location proposal is available here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/Oct15SchoolProposals>. The PEP approved that proposal on October 15, 2013. However, upon further consideration, the DOE has determined not to implement that proposal.

⁴ UA Maker was originally proposed to be co-located in the Q452 building with Long Island City High School. The EIS describing that co-location proposal is available here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/Oct30SchoolProposals>. The PEP approved that proposal on October 30, 2013. However, upon further consideration, the DOE has determined not to implement that proposal.

method with priority for students residing in Manhattan. (Detailed information about the High School Admissions Process, over-the-counter admissions, and the proposed schools' admissions criteria can be found in Section III.A of this proposal.)

If this proposal is approved, UA Maker Academy will open in the 2014-2015 school year and serve 105-115 students in the ninth grade. UA Maker Academy will add one grade each year until it reaches full scale in M520, serving 420-460 students in grades nine through twelve in the 2017-2018 school year and beyond.

UA Maker Academy will offer CTE programming. CTE programs integrate academic study with workforce skills in specific career clusters.⁵ Students receive instruction in an industry-related area and have the opportunity to graduate high school with industry-specific competencies and skills that lead to postsecondary education, further industry training and/or entry into the workforce.

UA Maker Academy will offer CTE programming in the Information Technology career cluster, with a specific program focus on interactive design, networking, and software development. Students will complete their high school graduation requirements and earn industry-recognized credentials (such as Adobe certifications) as they prepare a portfolio of work and develop a senior capstone project that meets a real business or social need.

If this proposal is approved, MECSA will open in the 2014-2015 school year and serve 75-85 students in the ninth grade. MECSA will add one grade each year until it reaches full scale in M520, serving 450-510 students in grades nine through fourteen in the 2019-2020 school year.⁶

MECSA will be a CTE/early college school. CTE/early college programs provide students with a career-focused educational experience that prepares them for career-track employment within their field of study. Each CTE/early college high school program is developed and administered in close collaboration with the college that awards the associate's degree and a high-profile employer that can offer first-in-line hiring consideration for qualified students who complete the early college program. Students may also have the opportunity to earn a CTE-endorsed Regents diploma, associate's degree, and industry-recognized credentials through a six year program.⁷ Students will also engage in a progressive sequence of work-based learning experiences informed by industry partners. More information about CTE-endorsed diplomas can be found in Section III of this EIS. Students at CTE/early college programs can graduate high school in four years or less, or can choose to remain enrolled at the school for grades thirteen and fourteen in order to earn an associate's degree. The early college program at MECSA will be designed to give students the opportunity to earn an associate's degree free of charge, and to put them on a postsecondary pathway potentially leading to career-track employment within the advertising industry.

MECSA's program will focus on careers in the advertising industry, in partnership with the American Association of Advertising Agencies ("4A's") and the Borough of Manhattan Community College ("BMCC"). BMCC is one of twenty-three colleges within The City University of New York ("CUNY"), sharing CUNY's mission to preserve academic excellence and extend higher educational opportunities to a

⁵ A career cluster indicates a grouping of occupations and industries based on the knowledge and skills they require and the field of employment graduates are qualified to enter.

⁶ There will likely be fewer students in the building on a day-to-day basis because students at MECSA enrolled in grades thirteen and fourteen will primarily be completing internships and taking off-site classes. Those students will likely not be in the M520 building full-time.

⁷ CTE programs of study that have gained official approval from the New York State Education Department ("SED") for meeting fixed standards of high quality are entitled to affix a CTE endorsement to diplomas of graduating students who have completed the program. Programs that are "in development" have not yet earned SED approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate.

diversified urban population. BMCC is dedicated to providing general, liberal arts, career education and continuing education programs relevant to the needs, interests and aspirations of students of all ages. 4A's is a national trade association representing the U.S. advertising agency industry; its members produce eighty percent of total domestic advertising volume.⁸ MECSA students will study marketing and design inside the classroom, and have the opportunity to intern in areas such as advertising, media management, and creative technology at 4A's member agencies outside of school.

MECSA students will have the opportunity to complete an associate's degree awarded by BMCC at no cost to themselves or their families. MECSA students will also have the opportunity to begin earning college credit in ninth through twelfth grade. In addition to partnering with the 4A's, MECSA will build a network of strategic partnerships to offer opportunities related to its industry focus to its students. The partnerships supporting MECSA will facilitate access to career opportunities with some of New York City's most successful companies.

CTE programs empower students to complete high school and advance to higher education and career-track employment. The DOE strongly believes in the importance of CTE education and supports the opening of additional high schools in the M520 building that will offer CTE programming. The DOE has been eager to bring new CTE opportunities to M520 to serve the City's families and the co-location of MECSA and UA Maker Academy will help meet this goal. Additionally, MECSA will provide students with an early college educational option that will give them the opportunity to earn an associate's degree free of charge.

Bergtraum is an existing district high school serving students in grades nine through twelve that admits students through the Citywide High School Admissions Process. Bergtraum also offers CTE programs in accounting, robotics, biomedical technology, law enforcement/legal studies, and marketing. The DOE is planning to reduce the enrollment at Bergtraum by approximately 137-147 students each year over a period of four years beginning in September 2014. By 2017-2018, enrollment at Bergtraum will decrease by approximately 546-586 students so that it will serve 785-825 students at scale in ninth through twelfth grades. Details of the year-by-year reduction are included in Section III.B below.

Bergtraum's enrollment reduction is intended to allow for new school options to develop in building M520. The reduction is also driven by Bergtraum's performance and by decreased applicant demand for the school. In 2011-2012, for the fourth consecutive year, Bergtraum received an overall D grade on its Progress Report and in 2012-2013, the school received an overall F grade on its Progress Report. Additionally, in the Progress Report's student progress metric, Bergtraum received a D in 2010-2011 and an F in 2011-2012 and 2012-2013. Moreover, enrollment at Bergtraum has declined over the past six years with a 64% decrease in ninth grade enrollment, from 1,241 ninth grade students in 2008-2009 to 450 ninth grade students in 2013-2014. These figures indicate declining demand for the school.

UA-EM is an existing district high school that serves ninth grade and is currently located in building M625 ("M625"), located at 439 West 49th Street, Manhattan, New York 10019, also in District 2. UA-EM will move from M625 into M520 prior to the beginning of the 2014-2015 school year, and will continue to add one grade per year until it reaches full scale in M520 and serves students in grades nine through twelve in the 2016-2017 school year. UA-EM will move into space in M520 that is currently occupied by the Stephen T. Mather Building Arts & Craftsmanship High School (02M139, "Mather"). On October 15, 2013, the PEP approved two related, separate proposals to re-site Mather from building M520 to building M625 beginning in the 2014-2015 school year and to re-site UA-EM from building M625 to building M520 in the 2014-2015 school year. These proposals are intended to ensure that Mather has appropriate

⁸ More information about 4A's can be found at:

http://www.aaa.org/about/association/Pages/default.aspx?utm_source=Homepage&utm_medium=GreyBar&utm_campaign=AboutUs.

facilities to offer its CTE programming.⁹ UA-EM offers a rigorous academic program with a CTE component and will continue to do so when it moves to M520 prior to the start of the 2014-2015 school year.

In addition, M520 houses CBOs Young Women's Christian Association ("YWCA NYC"), APEX Inc., Harlem Education Center, SPARK Drug Prevention, Baruch College and BMCC, as well as offices of the United Federation of Teachers ("UFT"). This proposal is not expected to impact the continued siting of the CBOs or the UFT offices. M520 also houses Hearing Education Services ("HES"),¹⁰ which is a self-contained program offered in consultation with District 75, serving students who are deaf or hard of hearing.¹¹ This proposal is not expected to impact the hearing education services currently offered in the M520 building.

Beginning in the 2013-2014 school year, the DOE and School Construction Authority ("SCA") are creating a school-based health clinic ("SBHC") in M520. This proposal is not expected to impact the construction, creation or continued siting of the SBHC in M520. The completion of construction, currently scheduled for September 2015, is dependent on the SCA's assessment of facilities and funding.

According to the 2012-2013 Enrollment, Capacity, Utilization Report ("Blue Book"), M520 has a target capacity to serve 2,134 students. However the building is serving approximately 1,456 students in the 2013-2014 school year,¹² yielding a building utilization rate of 68%.¹³ This means that the building is "under-utilized" and has space to accommodate additional students.¹⁴

If this proposal is approved, the building will serve approximately 2,075-2,255 students and have a utilization rate of 97%-106% in the 2019-2020 school year, when all schools, including MECSA, have reached full scale and stable enrollment in M520. As stated above, there will likely be fewer students actually in the building on a day-to-day basis because students at MECSA enrolled in grades thirteen and fourteen will primarily be completing internships and taking off-site classes.

II. Proposed or Potential Use of Building

There is sufficient space in M520 to accommodate the proposed co-location of MECSA and UA Maker

⁹ The EISs describing those proposals are available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/Oct15SchoolProposals>.

¹⁰ More information regarding Hearing Education Services can be found here: http://schools.nyc.gov/Academics/SpecialEducation/D75/related_svcs/Hearing.

¹¹ District 75 ("District 75") provides Citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE Web site for additional information about D75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

¹² All figures are from the 2013-2014 Audited Register as of October 31, 2013.

¹³ All references to building utilization rates in this document are based on target capacity data from the 2012-2013 Blue Book and enrollment data from the 2013-2014 Audited Register as of October 31, 2013. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

¹⁴ The 2013-2014 Under-Utilized Space Memorandum and List was published on the DOE's Web site on December 27, 2013. The revised memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/156511/UnderutilizedSpaceMemorandum201314_12272013_FINAL.pdf.

Academy in the building alongside UA–EM and Bergtraum at its proposed reduced enrollment.

M520 has a target capacity of 2,134 students.¹⁵ (The concept of “target capacity” is explained below.) For the 2013-2014 school year, the building is serving approximately 1,456 students, yielding a utilization rate of 68%.

In 2019-2020, once both UA Maker Academy and MECSA complete their phase-ins and the building reaches a stable enrollment, the DOE projects the building will serve approximately 2,075-2,255 students, yielding a projected utilization rate of approximately 97%-106%. This utilization rate is likely overstated because it includes 150-170 students in grades thirteen and fourteen at MECSA, who will be completing internships and taking off-site classes.

If this proposal is approved, the grade spans for all existing and proposed school organizations in M520 over a seven-year period will be:

Grade Spans¹⁶

DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
02M520	Bergtraum	9-12	9-12	9-12	9-12	9-12	9-12	9-12
02M139	Mather	9	-	-	-	-	-	-
02M135	UA-EM	-	9-10	9-11	9-12	9-12	9-12	9-12
02M280	MECSA	-	9	9-10	9-11	9-12	9-13	9-14
02M282	UA Maker Academy	-	9	9-10	9-11	9-12	9-12	9-12

¹⁵ The 2012-2013 Enrollment Capacity Utilization Report can be accessed at:

http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2012-2013_Classic.pdf

¹⁶ CTE/Early College schools serve students in grades 9-12. However, for the purposes of this EIS, the DOE uses the terms “grades 13 and 14” to denote students who remain on register at the school after completing requirements for high school graduation, while working towards an associate’s degree.

The total current and projected student enrollment for all existing and proposed school organizations in M520 over a seven-year period, as well as the building utilization rates, are described in the table below:

DBN	School Name	2013-2014 Audited Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
02M520	Bergtraum	1,371	1,225 – 1,235	1,078 – 1,098	932 - 962	785 - 825	785 - 825	785 - 825
02M139	Mather	85	-	-	-	-	-	-
02M135	UA-EM	-	210 - 230	315 - 345	420 - 460	420 - 460	420 - 460	420 - 460
02M280	MECSA	-	75 - 85	150 - 170	225 - 255	300 - 340	375 - 425	450 - 510
02M282	UA Maker Academy	-	105 - 115	210 - 230	315 - 345	420 - 460	420 - 460	420 - 460
Total Building Enrollment		1,456	1,615 - 1,665	1,753 - 1,843	1,892 - 2,022	1,925 - 2,085	2,000 - 2,170	2,075 - 2,255
Utilization		68%	76% - 78%	82% - 86%	89% - 95%	90% - 98%	94% - 102%	97% - 106%

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2012-2013_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2012-2013. As described earlier in this EIS, the DOE’s projected utilization rates for the 2013-2014 school year and beyond are based on the 2012-2013 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2013-2014 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal for maximum classroom capacity is higher for fifth grade

classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

In addition, as discussed above, the DOE anticipates that the students at MECSA enrolled in grades thirteen and fourteen will spend the majority of their time outside of the building. The DOE cannot accurately predict the number of students who will continue into the early college program and the DOE recognizes that not all MECSA students will choose to enroll in the program. However, the DOE is adopting a conservative assumption for space planning purposes that all of the students enrolled in MECSA will qualify and choose to participate in the school's early college program. Therefore, the building utilization figures for 2018-2019 and 2019-2020 are likely overstated.

If this proposal is approved, all schools in building M520 will receive their baseline allocations pursuant to the Citywide Instructional Footprint ("Footprint"). Therefore, building M520 has the capacity to accommodate Bergtraum, UA-EM, MECSA, and UA Maker Academy at full scale. More details about space are available in Section III.B of this EIS.

The DOE does not currently have other plans for the use of M520 at this time.

III. Impact of the Proposal on Students, Schools, and the Community

A. Students

If this proposal is approved, beginning in September 2014, MECSA and UA Maker Academy will be co-located in the M520 building and will be open to prospective ninth-grade students through the Citywide High School Admissions Process. Admission to MECSA and UA Maker Academy will be open to any New York City student. These schools will have limited unscreened admissions methods, with priority given to students residing in Manhattan. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school's exhibit at any one of the High School Fairs. Additional information about the High School Admissions Process is detailed below.

Impact on Current and Future Students at Bergtraum

The proposed co-location of MECSA and UA Maker Academy is not expected to impact the admissions or educational options of students currently attending Bergtraum. However, as noted above, the planned enrollment reduction at Bergtraum will affect the school's enrollment and may affect the school's programming in future years as described in more detail later in Section III. The enrollment reduction is intended to allow for additional high school options to develop in the building. The enrollment reduction will also provide an opportunity for Bergtraum to improve by narrowing its focus on a smaller number of students.

The school's admissions process will not be affected by the enrollment reduction. Bergtraum offers two programs, Ninth Grade Academy, which admits students through an educational option admissions method, and the Syracuse University Project Advance Academy ("SUPA"), which admits students through a screened admissions method. Please refer to the section below titled "Enrollment Impact for Future High School Students—High School Admissions Process" for more information about these programs and admissions methods.

Please refer to Appendix A for a list of high schools that offer instructional programming in the same interest area as Bergtraum.

Bergtraum currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained (“SC”) special education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All students enrolled in Bergtraum will continue to receive their mandated special education services if this proposal is approved. In addition, students at Bergtraum classified as English Language Learners (“ELLs”) are enrolled and receiving English as a Second Language (“ESL”) services. These students will continue to receive appropriate ESL services if this proposal is approved.

Bergtraum also serves deaf and hard of hearing students through the HES program. HES students are on the enrollment register at Bergtraum as high school-level special education students and receive instruction in classes specifically designed for their disability classification. These students are instructed in self-contained classes to the extent required by each student’s IEP. These classes are under the direction of District 75, which supplies the staff, instructional materials and special education supervision. District 75 and Bergtraum also share administrative responsibilities, compliance requirements, and professional development with respect to this program.

HES classes maintain a 15:1 student-to-teacher ratio. District 75’s HES-licensed teachers of the deaf and hard of hearing provide for the academic needs of students through a variety of program modifications and specialized instruction. In addition to the teaching staff, all classes include trained sign language interpreters to ensure that students are able to access the curriculum. Students also receive related services as documented on their IEPs, and have the opportunity to return to a less restrictive environment when appropriate.

In addition, some HES students may participate in Bergtraum’s general education curriculum for some portion of the day. These students will continue to participate in Bergtraum’s general education curriculum, and future HES students whose IEPs allow for general education curriculum instruction will also have the same opportunity. All HES students who have IEPs that list American Sign Language (“ASL”) as the language of instruction are provided with a sign language interpreter, regardless of whether they are enrolled in self-contained classroom programs or attend general education classes.

HES students enroll at Bergtraum through the High School Admissions process and are supported by the District 75 placement team to find the most appropriate high school option. Once accepted, HES students are tracked through the District 75 Placement Office. Most students enter as ninth grade students, but admission into HES continues throughout all high school grades.¹⁷ This proposal is not anticipated to impact HES’s admissions or enrollment, or the mandated services received by HES students.

Impact on Current and Future Students at UA-EM

As noted earlier, the PEP has approved a proposal whereby UA-EM will be re-sited from the M625 building to the M520 building beginning in the 2014-2015 school year. Information regarding that proposal is available at <http://schools.nyc.gov/NR/rdonlyres/7AC20E2C-5933-4F54-806B->

¹⁷ More information about HES is available at:
<http://schools.nyc.gov/Offices/District75/Departments/RelatedServices/Hearing/default.htm>

[DA19BE3A9C55/149516/UAEMResitingFINAL.pdf](http://schools.nyc.gov/NR/rdonlyres/7AC20E2C-5933-4F54-806B-DA19BE3A9C55/149516/UAEMResitingFINAL.pdf).

The proposed co-location of MECSA and UA Maker Academy is not expected to impact the admissions or educational options of students currently attending UA-EM.

UA-EM offers a program in Law and Government, which admits students through a limited unscreened admissions method. Please refer to the section below titled “Enrollment Impact for Future High School Students—High School Admissions Process” for more information about this program and admissions method. The school also offers CTE courses in three Emergency Management Career Pathways: Emergency Management, Response and Recovery, and Emergency Technology and Communications.

UA-EM currently serves general education students and students requiring special education services, including students currently enrolled in ICT classes, as well as students receiving SETSS. The school may also serve students in SC classes in the future. Students with disabilities will receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All students enrolled in UA-EM will continue to receive their mandated special education services if this proposal is approved. In addition, students classified as ELLs who are or will be enrolled will continue to receive appropriate ELL services if this proposal is approved.

Impact on Current and Future Students at Mather

This proposal is not expected to affect the admissions, enrollment, or instructional programming of Mather. On October 15, 2013, the PEP approved a proposal to re-site Mather out of M520 and into M625 in the 2014-2015 school year.¹⁸ Therefore, there is no impact expected on Mather’s current or future students due to this proposal.

Impact on Career and Technical Education (“CTE”) Programs

CTE programs integrate academic study with workforce skills in specific careers. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training, and/or entry into the workforce.

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses with a career and technical education component integrated with workforce skills aligned to business and industry standards. “Career Pathways” is a term used to identify the workforce development strategy, adopted at federal, state, and City levels, to increase education, training, and learning opportunities for the nation’s current and emerging workforce.

“Approved” CTE programs of study have been reviewed and approved by the DOE and New York State Education Department (“SED”), which qualifies the school to award diplomas with CTE-endorsements to students who complete the program. Programs that are “in development” have not yet received SED approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate. However, regardless of program approval status, schools with the capacity to prepare students for an industry-certified exam can continue to

¹⁸ This proposal is available here: http://schools.nyc.gov/NR/rdonlyres/7AC20E2C-5933-4F54-806B-DA19BE3A9C55/149513/MatherResitingv_FINAL.pdf.

do so.

UA-EM offers Career Pathways in Emergency Management, Response and Recovery, and Emergency Technology and Communications. These pathways were selected in response to overall demand from students applying to CTE programs and demand from industry partners interested in hiring graduates with CTE-endorsed diplomas, as well as in response to labor trends and analysis of workforce needs. UA-EM's CTE programs are currently in development.

Bergtraum is also a CTE school that offers CTE programs in accounting, robotics, biomedical technology, law enforcement/legal studies, and marketing. These programs are in development.

Please refer to Appendix B for a list of high schools that offer CTE programming in the same career pathways/programs as Bergtraum.

Irrespective of whether this proposal is approved, beginning in September 2014, Bergtraum will offer a reduced number of ninth grade seats as part of an enrollment reduction. As total enrollment at Bergtraum declines gradually throughout the course of the enrollment reduction, the school may need to adjust its CTE programming. As with all schools Citywide, it is difficult to predict what changes might be implemented, as decisions will rest with school administrators in collaboration with the DOE, and will be based on student demand as well as staff and budget conditions at the school. The enrollment reduction could result in decreased enrollment in one or more of Bergtraum's CTE pathways, but at this time the DOE is unable to predict with accuracy which of the pathways, if any, will be impacted.

Impact on Academic Programs, Extra-curricular Activities and Community Partnerships

If this proposal is approved, the DOE does not anticipate an impact on the academic programs, extra-curricular activities, and community partnerships offered at UA-EM, but there may be an impact on some of the available options at Bergtraum as its enrollment is reduced. There may also be an impact on some of the available options at UA-EM as that school moves from M625 to M520. Bergtraum and UA-EM will continue to offer programming based on student interests, available resources, and staff support for those programs. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

Bergtraum will continue offering student athletics and other extra-curricular programs options, but the number and range of programs offered may gradually diminish due to the enrollment reduction.

According to the 2013-2014 High School Directory, Bergtraum currently offers the following sports through the Public School Athletic League ("PSAL"):¹⁹

- **Boys:** Baseball, Basketball, Bowling, Cross Country, Handball, Indoor Track, Outdoor Track, Volleyball, Wrestling

¹⁹ PSAL's mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

- **Girls:** Basketball, Bowling, Cross Country, Handball, Indoor Track, Outdoor Track, Softball, Tennis, Volleyball & JV Volleyball

According to the High School Directory, Bergtraum currently offers the following extra-curricular activities and partnerships:²⁰

Extra-curricular Activities	Partnerships	
<ul style="list-style-type: none"> • Alumni Mentoring Program • Conflict Resolution • Explorers Post 521 • Fresh Start Mentoring for 9th graders • Honor Society for Young Men of Color • Lincoln-Douglas Debate Team • Math Team • Mock Trial Moot Court Competition • National Honor Society • Principal's Council • Senior Council • Student Government • Virtual Enterprise Competition 	<ul style="list-style-type: none"> • Young Men's Christian Association (YMCA) • Junior Achievement • The Explorers Club • Murry Bergtraum High School Alumni Association • Syracuse University • Baruch College • Borough of Manhattan Community College • Pace University • Fashion Institute of Technology • St. John's University • John Jay College of Criminal Justice • Manhattan Theatre Club • Roundabout Theatre Company • Lincoln Center Theater • Hispanic Federation of New York • Futures and Options • Network for Teaching Entrepreneurship • Big Brothers Big Sisters • Asian Professional Extension • Anti-Defamation League 	<ul style="list-style-type: none"> • YWCA After-School Program • The Estee Lauder Companies • ACE Risk Management • Deloitte and Touche • The Financial Women's Association • Alliance for Downtown New York • Guardian Life Insurance Company • The Ritz Carlton Hotel • Leibowitz Marketing Services • Skody • Scot and Company • Urban Land Institute • Colgate Palmolive Company • Davis and Gilbert LLP • Manhattan District Attorney's Office • Office of Small Learning Communities • High Schools That Work • Financial Women's Association

As mentioned above, if this proposal is approved, Bergtraum will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. This proposal will not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space, or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. The DOE does not anticipate that this proposal will impact Bergtraum's current partnerships.

²⁰ From the 2013-2014 High School Directory, located at: http://schools.nyc.gov/NR/rdonlyres/71EE8502-DBDF-4D62-94EE-DB9421EB07CE/0/ManhattanSchools_2013.pdf

According to the 2013-2014 High School Directory, UA-EM currently offers the following sports, extra-curricular activities and partnerships: ²¹

- **Boys:** Baseball, Basketball, Outdoor Track, Soccer
- **Girls:** Basketball, Outdoor Track, Softball, Volleyball, Soccer
- **Co-ed:** Bowling, Tennis, Weightlifting
- **School Sports:** Intramural Basketball

Extra-curricular Activities	Partnerships
<ul style="list-style-type: none"> • Peer Mediation • Peer Tutoring • Student Council • National Honors Society • Yearbook • PSAT and SAT Preparation • Step • Dance • Drama • Art and Photography • Chess 	<ul style="list-style-type: none"> • Federal Emergency Management Agency • American Red Cross • Department of Homeland Security

Multiple schools sharing a campus, like Bergtraum, UA-EM, MECSA and UA Maker Academy, may collaborate to offer joint extra-curricular programs as appropriate.

Since the PEP has approved the proposal to re-site Mather out of M520 and into M625 in the 2014-2015 school year, this proposal is not expected to impact Mather's programs and partnerships.

Impact on Other Organizations in Building M520

In addition, M520 houses CBOs YWCA NYC, APEX Inc., SPARK Drug Prevention, Harlem Educational Center, Baruch College and BMCC, as well as UFT offices. This proposal is not expected to impact the continued siting of the CBOs or of the UFT space, or the services provided by these organizations.

This proposal is also not expected to impact the construction of the school-based health clinic.

²¹ The High School Directory may be found here: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

Enrollment Impact for Future High School Students—High School Admissions Process

This proposal is not expected to impact the admissions process at Bergtraum or UA-EM. As discussed above, concurrent with this proposal, the DOE will work with Bergtraum as its enrollment is reduced.

Bergtraum admits students through the High School Admissions Process, described in further detail below. Bergtraum's Ninth Grade Academy program has had low demand compared to other Citywide high school programs, and total enrollment at Bergtraum has fallen continuously since the 2008-2009 school year. The enrollment reduction at Bergtraum will decrease the number of ninth grade seats available at the school beginning in the 2014-2015 school year. Some of the reduction in enrollment may occur naturally given historically low and declining demand for Bergtraum. However, the enrollment reduction will limit future general education enrollment regardless of demand.

Bergtraum admits students into its Ninth Grade Academy program through an educational option admissions method. This admissions method is designed to attract a wide range of academic performers. Each high school with this method reserves a certain proportion of seats for students with high, middle, and low reading levels, respectively. Half the students are selected from those applicants ranked by the schools' administration and the other half are selected randomly. If a student scores in the top two percent on his or her previous year's English Language Arts reading exam and lists an educational option program as his or her first choice, he or she is guaranteed a match to that program.

Bergtraum also admits students to its SUPA program through a screened admissions method. Programs with screened admissions methods typically rank students based on a range of factors which may include final report card grades from the prior school year, reading and math standardized test scores, and attendance and punctuality. According to the 2013-2014 High School Directory, Bergtraum's SUPA program ranks students based on standardized test scores, an interview, a writing sample, and a review of attendance and punctuality.

HES students will continue to apply to Bergtraum with the support and coordination of the District 75 placement team. In the 2013-2014 school year, there are fewer than 25 students total in all four grades of Bergtraum's HES program, and the DOE does not anticipate that this program's enrollment will materially increase given the low incidence of the particular types of disabilities served. All students for whom placement in Bergtraum's HES program is appropriate will continue to have the opportunity to enroll. Therefore, this proposal is not expected to impact the future admissions, enrollment, or programming options of the HES program.

Only the Ninth Grade Academy will be impacted by Bergtraum's enrollment reduction in that it will become smaller; fewer students will be admitted through this method. The enrollment reduction will not decrease the number of seats available in the HES or SUPA programs, nor is it expected to reduce the number of programs offered at the school.

UA-EM admits students through the High School Admissions Process with a limited unscreened admissions method, prioritizing students residing in Manhattan. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session or open house event, or visiting the school's exhibit at any one of the High School Fairs.

MECSA and UA-Maker Academy will also admit students through the High School Admissions Process with a limited unscreened admissions method with priority for students residing in Manhattan. High school applications were due on December 2, 2013. However, students who are interested in applying to either MECSA or UA-Maker Academy or both schools will have the opportunity to submit an admissions application with new school rankings in March 2014 for Round Two of the High School Admissions

Process as described below. Other new high schools designated to open throughout the City for the 2014-2015 school year will also be available for students to consider.

In New York City, high school admissions is a Citywide choice process, with students ranking up to twelve high school programs in order of preference. In addition to the twelve available programs to which students may apply, they may also apply to up to eight of the Specialized High Schools requiring the Specialized High School Admissions Test (“SHSAT”), as well as up to six studios at LaGuardia High School.

There are two rounds in the High School Admissions Process:

Round One: All eighth grade and interested first-time ninth grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in March.

Round Two: All eighth grade and first-time ninth grade students are eligible to apply to school programs in Round Two. Any student who does not receive a match in Round One must apply to the available school programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results in May.

For more information about the High School Admissions Process, please visit:

<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

The New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE’s Web site at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>, offers a full list of high schools Citywide.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Office or on the DOE website:

<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

This proposal is not expected to impact the admissions methods of Bergtraum and UA-EM.

Enrollment Impact for Future High School Students—Over-the-Counter Placements

In addition to the High School Admissions Process, some students may receive a placement at MECSA and UA Maker Academy through the over-the-counter (“OTC”) process. Bergtraum and UA-EM have traditionally accepted OTC students and will continue to accept OTC students, although Bergtraum may

accept fewer OTC students going forward as its enrollment reduction brings its seat targets more in line with demand.

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the beginning of the school year. Most of these students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;²² or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student’s needs.

There is a peak enrollment period occurring just prior to and into the beginning of the school year when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

If the DOE determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that have academic criteria) which have a two-year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,²³ international schools,²⁴ and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2013-2014 school year, 570 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 514 five years ago. Moreover, in Manhattan, the number of schools that admit students during this period increased from 105 to 126.

Enrollment Impact for Future High School Students—Early College Programs

If approved, the proposal will provide students with an additional early college program. Qualified students at MECSA will have the opportunity to complete an associate’s degree from BMCC at no cost to

²² Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

²³ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at: www.goingforme.org.

²⁴ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

themselves or their families. In addition to the partnership with 4A's, MECSA is expected to build a network of strategic partnerships to offer opportunities related to its industry focus to all students.

Each program at MECSA is developed and administered in close collaboration with BMCC and 4A's. Under standard practice for schools with this model, 4A's is expected to facilitate connections to employment opportunities with its member agencies.

All courses offered for college credit at MECSA must be developed and approved by BMCC faculty, approved through BMCC governance, and listed in the BMCC course catalogue. All instructors of college level courses must meet BMCC's academic requirements and are subject to the approval of the relevant BMCC department chairperson in consultation with MECSA's principal. In some instances, high school teachers may meet the requirements for college level instruction.

Enrollment Impact for Future High School Students—CTE Programs

If this proposal is approved, beginning in September 2014, MECSA and UA Maker Academy will be new options for students interested in CTE programming. MECSA will be a CTE/early college school that offers programming in advertising with a focus on business and media. UA Maker Academy will likely offer programming in interactive design, networking, and software development with a focus on Information Technology.

For more information regarding CTE programs, generally, and the potential impact of Bergtraum's enrollment reduction on its CTE programs, please refer to the "Impact on Career and Technical Education ("CTE") Programs" section above.

B. Schools

If this proposal is approved, MECSA and UA Maker Academy will be co-located with Bergtraum and UA-EM beginning in the 2014-2015 school year. By 2019-2020, MECSA and UA Maker Academy will have completed their phase-ins and reached stable enrollment. At that point, the total projected enrollment for the four schools in M520 is approximately 2,075-2,255 and the projected building utilization rate for M520, according to the DOE's more conservative estimates, would be approximately 97%-106%. The building utilization figures for 2018-2019 and 2019-2020 are likely overstated because students in the thirteenth and fourteenth grades at MECSA will spend the majority of their time outside of the building. As discussed below, all schools in M520 will receive sufficient space to meet their needs pursuant to the Citywide Instructional Footprint ("the Footprint").²⁵

²⁵ Please visit the DOE's Web site to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2012_FINAL.pdf

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class sizes a school has programmed, and is confirmed by a walk-through of the building by the DOE's Borough Director of Space Planning and the school's principal.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning.

According to the building walkthrough completed by a representative from the Office of Space Planning on April 18, 2013, building M520 has a total of 89 full-size rooms²⁶ including 2 science labs and 6 science demonstration rooms, 19 half-size rooms,²⁷ 9 quarter-size rooms,²⁸ and the equivalent of 17.0 full-size equivalent ("FSE") rooms of designed administrative/office space. M520 also contains one gymnasium that has a divider, one exercise room, an auditorium, a cafeteria, and a library. Of this total, the below spaces are shared spaces or contain building services and will not be included in the allocation of space for an individual school:

- The nurse's office occupies 1.0 FSE of designed administrative rooms.
- CBOs Harlem Educational Center, APEX Inc., BMCC, and Baruch College occupy 1.0 FSE of designed administrative rooms.
- A second CBO, Young Women's Christian Association ("YWCA"), occupies 1 full-size room and 0.5 FSE of designed administrative rooms.
- A third CBO, SPARK Drug Prevention, occupies 1 half-size room.
- The custodian's office occupies 2 quarter-size rooms.
- The School Based Support Team ("SBST") occupies 1.0 FSE of designed administrative rooms.
- The teacher's cafeteria occupies 1 full-size room.
- School safety occupies 1 full-size room and 1 quarter-size room.
- The United Federation of Teachers ("UFT") office occupies 1 quarter-size room and 1.0 FSE of designed administrative rooms.
- The two science labs occupy 1 full-size room each.
- The Student Governing Council occupies 0.5 FSE of designed administrative rooms.
- A new school-based health clinic is anticipated to occupy 2 half-size rooms and 1.0 FSE of designed administrative rooms.

This leaves 84 full-size rooms, 16 half-size rooms, 5 quarter-size rooms, and the equivalent of 11.0 FSE

²⁶ Full-size classrooms have an area of 500 square feet or more.

²⁷ Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

²⁸ Quarter-size classrooms have an area of less than or equal to 239 square feet.

rooms.

Currently, Bergtraum has a baseline footprint allocation of 48 full-size rooms, 18 half-size rooms, and 10.0 FSE rooms for administrative use. The DOE has adjusted the baseline footprint of Bergtraum for its self-contained special education sections. Typically, as per the Footprint, self-contained special education sections are accommodated in half-size rooms. In this case, due to the limited number of half-size rooms adequate for self-contained instruction, Bergtraum's baseline allocation has been adjusted to include four full-size rooms in lieu of four half-size rooms. The adjusted footprint allocation for Bergtraum is therefore 52 full-size rooms, 14 half-size rooms, and 10.0 FSE rooms for administrative use. The school's current space allocation is 78 full-size rooms, 15 half-size rooms, 4 quarter-size rooms, and 10.5 FSE of designed administrative spaces. This means that Bergtraum is allocated 26 full-size rooms, 1 half-size room, 4 quarter-size rooms, and 0.5 FSE rooms for administrative use above its adjusted baseline footprint allocation.

In the 2014-2015 school year, Bergtraum will begin its enrollment reduction. Thus its baseline footprint allocation will decrease by five or six full-size instructional rooms and additional administrative space each year until it reaches its new stable enrollment in the 2017-2018 school year as indicated in the chart below. Once Bergtraum has reached its stable enrollment, Bergtraum will have a baseline footprint allocation of 29 full-size rooms, 11 half-size rooms and 5.0 FSE rooms for administrative use. Due to the limited number of half-size rooms adequate for self-contained instruction, Bergtraum's long-term baseline allocation has been adjusted to include four full-size rooms in lieu of four half-size rooms. The adjusted baseline footprint allocation for Bergtraum is therefore 33 full-size rooms, 7 half-size rooms, and 5.0 FSE rooms for administrative use. In addition, as UA-EM, MECSA and UA-Maker phase in, there will be less excess space in M520, which will result in Bergtraum receiving fewer spaces in excess of its baseline allocation than it has in the past.

Currently, Mather has a baseline footprint allocation of 4 full-size rooms, 1 half-size room, and 1.5 FSE rooms for administrative use. As described above, Mather will move out of the M520 building after the 2013-2014 school year. Beginning in the 2014-2015 school year, Mather will not occupy space in the M520 building.

Additionally, UA-EM will move into the the M520 building beginning in the 2014-2015 school year when it will serve students in ninth and tenth grades. In 2014-2015, UA-EM will have a baseline footprint allocation of 8 full-size rooms, 1 half-size room, and 2.5 FSE rooms for administrative use. Once UA-EM completes its phase in, at full-scale UA-EM will have a baseline footprint allocation of 16 full-size rooms, 1 half-size room, and 3.5 FSE of rooms for administrative use.

If this proposal is approved, in 2014-2015, MECSA will serve 75-85 ninth grade students in three general education or ICT sections and will have a baseline footprint allocation of 3 full-size rooms, 1 half-size room, and 1.5 FSE rooms for administrative use. Each subsequent year, through the 2017-2018 school year, MECSA will be allocated 3 additional full-size rooms and additional space for administrative use to accommodate its increased enrollment and grade spans as it phases in. In 2018-2019 and 2019-2020, MECSA will be given 1 additional full-size room each year to accommodate students in their fifth and sixth years, respectively, who will be taking classes and working at internships predominantly at off-site locations. Once MECSA reaches full scale in 2019-2020, it will have a baseline footprint allocation of 14 full-size rooms, 1 half-size room and 3.5 FSE rooms for administrative use.

If this proposal is approved, in 2014-2015 UA Maker Academy will serve 105-115 ninth grade students in four general education or ICT sections and will have a baseline footprint allocation of 4 full-size rooms, 1 half-size room, and 2.0 FSE rooms for administrative use. Each subsequent year, through the 2017-2018 school year, UA Maker Academy will be allocated 4 additional full-size rooms and additional space for administrative use to accommodate its increased enrollment and grade spans as it phases in. In 2017-2018 and beyond, when UA Maker Academy has reached full scale, it will have a baseline footprint allocation of

16 full-size rooms, 1 half-size room, and 3.5 FSE rooms for administrative use.

The baseline or adjusted baseline allocation of full-size instructional rooms over the six years of UA-EM, MECSA and UA Maker Academy's phase-ins are detailed in the chart below.

DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
02M520	Bergtraum	52	47	42	37	33	33	33
02M139	Mather	4	-	-	-	-	-	-
02M135	UA - EM	-	8	12	16	16	16	16
02M280	MECSA	-	3	6	9	12	13	14
02M282	UA Maker Academy	-	4	8	12	16	16	16

TOTAL TO BE ALLOCATED ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS	84	84	84	84	84	84	84
	28	22	16	10	7	6	5

During the course of UA-EM, MECSA, and UA Maker Academy's phase-ins, the number of excess rooms would decrease as UA-EM, MECSA and UA Maker Academy's baseline Footprint allocations increase to reflect their larger populations. Schools often use excess full-size, half-size, quarter-size, and designed administrative rooms for administrative purposes. Therefore, some of the excess full-size rooms will be allocated for administrative purposes. The Building Council and the DOE's Office of Space Planning will determine the equitable distribution of excess rooms among existing schools in the building as described below. There will be sufficient instructional space in M520 for Bergtraum and UA-EM as well as MECSA and UA Maker Academy as they phase in.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building. In addition, the Office of Space Planning would work with the schools in building M520 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

Building Safety and Security

If this proposal is approved, all schools in M520 would develop safety and security plans for the building prior to the first day of school in September 2014.

The DOE makes available the following supports to schools relating to safety and security:

- Providing "Best Practices Standards for Creating and Sustaining a Safe and Supportive School" as a resource guide;

- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children’s First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

CTE programs empower students to complete high school and advance to higher education and career-track employment. Therefore, the DOE strongly believes in the importance of CTE education and supports the opening of two additional high schools in the M520 building that will offer CTE programming. The DOE has continued to make efforts to bring new CTE opportunities to serve families in Manhattan; the co-location of MECSA and UA Maker Academy in M520 will help meet this goal. The DOE also supports increasing the number of early college options for high school students City-wide. The co-location of MECSA in M520 gives high school students an opportunity to earn an associate’s degree free of charge and place themselves on a postsecondary pathway potentially leading to career-track employment within the advertising industry.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building M520. This proposal is also not expected to impact the accessibility of M520, which is functionally accessible.

IV. Enrollment, Admissions and School Performance Information

Manhattan Early College School for Advertising (02M280)

Admissions Data

Current Admissions	N/A
Admissions in 2014-2015 and Beyond If this Co-location Proposal Is Approved	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened, priority to students residing in Manhattan

Enrollment Data²⁹

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Grade 14	Total Enrollment
2013-2014 (Audited)	-	-	-	-	-	-	-
2014-2015 (projections)	75-85	-	-	-	-	-	75-85
2015-2016 (projections)	75-85	75-85	-	-	-	-	150-170
2016-2017 (projections)	75-85	75-85	75-85	-	-	-	225-255
2017-2018 (projections)	75-85	75-85	75-85	75-85	-	-	300-340
2018-2019 (projections)	75-85	75-85	75-85	75-85	75-85	-	375-425
2019-2020 (projections)	75-85	75-85	75-85	75-85	75-85	75-85	450-510

Demographic Data

MECSA has not yet opened. Therefore, there is no demographic data for the school.

School Performance Data

MECSA has not yet opened. Therefore, there is no performance data for the school.

Urban Assembly Maker Academy (02M282)

Admissions Data

Current Admissions	N/A
Admissions In 2014-2015 and Beyond If this Co-location Proposal Is Approved	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened, priority to students residing in Manhattan

²⁹ Projections are based on a standard phase-in plan of three sections in the entry grade

Enrollment Data³⁰

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2013-2014 (Audited)	-	-	-	-	-
2014-2015 (projections)	105-115	-	-	-	105-115
2015-2016 (projections)	105-115	105-115	-	-	210-230
2016-2017 (projections)	105-115	105-115	105-115	-	315-345
2017-2018 (projections)	105-115	105-115	105-115	105-115	420-460
2018-2019 (projections)	105-115	105-115	105-115	105-115	420-460
2019-2020 (projections)	105-115	105-115	105-115	105-115	420-460

Demographic Data

UA Maker Academy has not yet opened. Therefore, there is no demographic data for the school.

School Performance Data

UA Maker Academy has not yet opened. Therefore, there is no performance data for the school.

The Urban Assembly School for Emergency Management (02M135)

Admissions Data³¹

Current Admissions	Grade 9: High School Admissions Process Admissions Method: Limited Unscreened, priority to students residing in Manhattan
Admissions in 2014-2015 and Beyond	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened, priority to students residing in Manhattan

³⁰ Projections are based on a standard phase-in plan of four sections in the entry grade.

³¹ The table reflects admissions regardless of the building location. UA-EM's admissions method will remain the same after UA-EM is re-sited from the M625 to the M520 building

Enrollment Data³²

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2013-2014 (Audited)	-	-	-	-	-
2014-2015 (projections)	105-115	105-115	-	-	210-230
2015-2016 (projections)	105-115	105-115	105-115	-	315-345
2016-2017 (projections)	105-115	105-115	105-115	105-115	420-460
2017-2018 (projections)	105-115	105-115	105-115	105-115	420-460
2018-2019 (projections)	105-115	105-115	105-115	105-115	420-460
2019-2020 (projections)	105-115	105-115	105-115	105-115	420-460

Demographic Data³³

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with IEPs	18%
Percentage of ELL Students	7%
Percentage of Students Eligible for Free or Reduced Lunch	78%

School Performance Data

UA-EM opened in September 2013, and therefore, there is no performance data for the school.

³² All figures are from the 2013-2014 Audited Register as of October 31, 2013. The table reflects only enrollment within the M520 building.

³³ All figures are calculated as a percentage of total students from the 2013-2014 Audited Register.

Stephen T. Mather Building Arts & Craftsmanship High School (02M139)

Admissions Data³⁴

Current Admissions	Grades 9: High School Admissions Process Admissions Method: Limited Unscreened, priority to students residing in Manhattan
Admissions in 2014-2015 and Beyond	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened, priority to students residing in Manhattan

Enrollment Data³⁵

	Grade 9	Total Enrollment
2013-2014 (Audited)	85	85

Demographic Data³⁶

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with IEPs	32%
Percentage of ELL Students	13%
Percentage of Students Eligible for Free or Reduced Lunch	84%

School Performance Data

Mather opened in September 2013, and therefore, there is no performance data for the school.

³⁴ The table reflects admissions regardless of the building location.

³⁵ All figures are from the 2013-2014 Audited Register as of October 31, 2013. The table reflects only enrollment within the M520 building.

³⁶ All figures are as a percentage of total students from the 2013-2014 Audited Register.

Murry Bergtraum High School for Business Careers (02M520)

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process Admissions Method: 1) Educational Option, 2) Screened
Admissions in 2014-2015 and Beyond	Grades 9-12: High School Admissions Process Admissions Method: 1) Educational Option, 2) Screened

Enrollment Data³⁷

	Total Enrollment
2013-2014 (Audited)	1371
2014-2015 (projections)	1225-1235
2015-2016 (projections)	1078-1098
2016-2017 (projections)	932-962
2017-2018 (projections)	785-825
2018-2019 (projections)	785-825
2019-2020 (projections)	785-825

Demographic Data³⁸

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with IEPs	16%
Percentage of ELL Students	11%
Percentage of Students Eligible for Free or Reduced Lunch	71%

³⁷ All figures are from the 2013-2014 Audited Register as of October 31, 2013. Bergtraum will undergo a planned enrollment reduction beginning in the 2014-2015 school year.

³⁸ All figures are calculated as a percentage of total students from the 2013-2014 Audited Register.

School Performance Data

Bergtraum	2010-2011	2011-2012	2012-2013
School Performance and Progress			
Overall Progress Report Grade	D	D	F
Quality Review Score ³⁹	D	D	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	65%	60%	56%
4 Year Graduation Rate	66%	62%	51%
6 Year Graduation Rate	66%	68%	71%
% Graduating with a Regents Diploma	57%	60%	48%
Attendance Rate	82%	84%	77%
2012-2013 State Accountability Status⁴⁰	Focus School		

V. Initial Impact on Budget and Cost of Instruction

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up other than personal services (“OTPS”) costs. Based on current one-time allocations for new schools, MECSA will receive a fixed allocation of \$80,000 and approximately \$35,625 - \$40,375 in new school OTPS start-up per-pupil allocations during its first year. UA Maker Academy will receive a fixed allocation of \$80,000 and approximately \$49,875 - \$54,625 in new school OTPS start-up per-pupil allocations during its first year.⁴¹

In addition, MECSA’s and UA Maker Academy’s basic operating budgets will be determined by the Fair Student Funding (“FSF”) formula used at all other New York City district public schools. Most funding in schools’ budgets is allocated on a per-pupil basis, based on current FSF per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

Please refer to the FSF Guide⁴² and FY14 School Allocation Memorandum⁴³ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at UA-EM, MECSA, UA Maker Academy and Bergtraum. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

³⁹ Quality Reviews rate school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

⁴⁰ For more information about State Accountability, please visit <http://www.p12.nysed.gov/irs/accountability/>.

⁴¹ [FY14 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools](#)

⁴² The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf.

⁴³ The FY14 School Allocation Memorandum is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf.

In addition, schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act (“VTEA”). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, and high-demand careers. Currently all programs, approved or not yet approved, are eligible for these funds. After June 2014, only SED-approved programs will be eligible for this funding. MECSA, UA Maker Academy, UA-EM and Bergtraum’s CTE programs are in development.

This proposal is not expected to impact the operating budget or costs of instruction at UA-EM or Bergtraum. As a result of Bergtraum’s enrollment reduction, the total number of students enrolled at Bergtraum would decline each year, meaning that the school’s budget would decrease each year, and the school would need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will continue to be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets increasing or decreasing as enrollment fluctuates from year to year. Regardless of enrollment shifts, students will be able to take the necessary courses staffed with appropriately licensed teachers to satisfy their graduation requirements.

As VTEA funds are allocated on a per-pupil basis, if Bergtraum remains eligible for these funds beyond June 2014, the amount it receives may decrease as a result of the enrollment reduction.

VI. Effect on Personnel Needs, Administration, Transportation and Other Support Services

A. Personnel Needs

New administrative staff and non-pedagogical positions will be created at MECSA, UA Maker Academy and UA-EM over the course of the schools’ phase-ins. These schools are expected to hire additional teachers as each new grade is added. The precise number of positions needed for the 2014-2015 school year would be determined once annual enrollment projections are released in the spring of 2014. Similarly, the number of new positions created to serve students in the new grades would be determined based on annual enrollment projections that become available as the schools grow to serve those grades. New district schools follow a hiring process that is consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

All instructors of college-level courses at MECSA must meet BMCC academic requirements, and are subject to the approval of the relevant BMCC department chairperson in consultation with the school principal. In some instances, high school teachers may meet the requirements for college-level instruction.

The proposed co-location of MECSA and UA Maker Academy in building M520 is not anticipated to impact the personnel needs of UA-EM. A description of the potential impact that the re-siting and phase-in of UA-EM will have on that school’s pedagogical, administrative, and non-pedagogical personnel, and on Bergtraum, are outlined in a separate EIS that is available at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/Oct15SchoolProposals>

The proposed co-location is not expected to change the number of personnel positions assigned to Bergtraum. However, as student enrollment at Bergtraum declines, the school’s staffing needs may be reduced. All excessing would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given

teaching license area. Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teachers who did not find a permanent position would be placed in the Absent Teacher Reserve (“ATR”) pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher’s license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions regarding teachers’ seniority.

B. Administration

No change in school supervisory or administrator positions at UA-EM are expected as a result of this proposal, although UA-EM is expected to hire school supervisors and/or administrative personnel as the school continues to phase in. MECSA and UA Maker Academy are expected to hire school supervisors and/or administrative personnel as needed throughout the course of the schools’ phase-ins. Some school supervisor and/or administrative positions at Bergtraum may be excessed as student enrollment declines. Again, all excessing would take place in accordance with existing labor contracts.

C. Transportation

Transportation will be provided according to Chancellor’s Regulation A-801:
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

This proposal is not expected to impact the transportation schedules of any of the schools currently located or proposed to be co-located in the M520 building.

D. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy.

VII. Building Information

Building		M520
Type of Building		HS
Year Built		1975
Overall BCAS rating		2.7
2012-2013 Target Building Utilization		84%
2012-2013 Target Building Capacity		2,134
FY 2013 Maintenance Costs⁴⁴	Labor	\$80,673
	Materials	\$37,582
	Maintenance, repair, and service contracts	\$29,693
	Custodial operations costs—Materials	\$24,951
	Custodial operations costs—Custodial Allocation	\$656,662
FY 2013 Energy Costs	Electric	\$628,295
	Gas	\$1,400
	Steam	\$497,403
	Oil	NA
Projects completed during the current or prior school year		High Efficiency Lighting System
Projects proposed in the capital plan		Classroom Connectivity, New/Retrofit Telephone/Intercom Systems
Accessibility of the building		Building is Functionally Fully Programmatically Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab

⁴⁴ Maintenance, repair, and operation data includes athletic field, energy data does not.

Appendix A: High Schools with Programs in the Humanities Interest Area⁴⁵

DBN	Borough	School Name	Address	2013-2014 Audited Enrollment	2012-2013 Org Capacity	2013-2014 Audited Org Util	2012-2013 Overall Grade	% SE	% ELL	Program Name	Admissions Method
01M696	Manhattan	Bard High School Early College	525 East Houston Street	560	782	72%	A	0%	0%	Early College	Screened
02M416	Manhattan	Eleanor Roosevelt High School	411 East 76 Street	531	620	86%	A	2%	1%	Eleanor Roosevelt High School	Screened
03M479	Manhattan	Beacon High School	227-243 West 61st Street	1273	790	161%	A	1%	0%	The Beacon School	Screened
02M418	Manhattan	Millennium High School	75 Broad Street	619	525	118%	A	4%	0%	Millennium High School	Screened
02M376	Manhattan	NYC Ischool	131 Avenue Of The Americas	433	511	85%	A	7%	0%	NYC Ischool	Screened
02M411	Manhattan	Baruch College Campus High School	55 East 25 Street	439	528	83%	A	3%	0%	Baruch College	Screened
02M414	Manhattan	NYC Museum School	333 West 17 Street	462	481	96%	A	0%	1%	NYC Museum School	Screened
02M407	Manhattan	Institute for Collaborative Education	345 East 15th Street	466	384	121%	A	0%	0%	Institute for Collaborative Education for New Students	Screened
02M407	Manhattan	Institute for Collaborative Education	345 East 15th Street	466	384	121%	A	0%	0%	Institute for Collaborative Education for Current Students	Screened
02M413	Manhattan	School of the Future High School	127 East 22 Street	714	803	89%	B	8%	1%	School of the Future	Screened
05M670	Manhattan	Thurgood Marshall	200-214	570	645	88%	B	13%	2%	International	Screened

⁴⁵ The Organization Capacity and Organization Utilization of new schools that opened in the 2012-2013 and 2013-14 school years are denoted as N/A.

		Academy for Learning And Social Change	West 135th Street							Baccalaureate Middle Years Program	
02M422	Manhattan	Quest to Learn	351 West 18 Street	478	299	160%	-	23%	3%	Quest to Learn	Limited Unscreened
02M605	Manhattan	Humanities Preparatory Academy	351 West 18 Street	210	329	64%	A	8%	3%	Humanities Preparatory Academy	Screened
03M417	Manhattan	Frank McCourt High School	145 West 84 Street	372	438	85%	-	2%	1%	Frank McCourt High School	Screened
02M412	Manhattan	NYC Lab School for Collaborative Studies	333 West 17 Street	596	516	116%	A	10%	1%	College Prep	Screened
02M298	Manhattan	Pace High School	100 Hester Street	418	485	86%	A	13%	1%	Pace High School	Limited Unscreened
02M374	Manhattan	Gramercy Arts High School	40 Irving Place	534	544	98%	C	9%	3%	International Baccalaureate Program	Screened
05M499	Manhattan	Frederick Douglass Academy	2581 7Th Avenue	1464	1679	87%	C	8%	3%	Frederick Douglass Academy	Screened
04M610	Manhattan	Young Women's Leadership School	105 East 106 Street	464	532	87%	A	1%	3%	Young Women's Leadership School	Screened
01M450	Manhattan	East Side Community School	420 East 12 Street	647	834	78%	A	22%	2%	East Side Community	Screened
04M495	Manhattan	Park East High School	230-34 East 105 Street	408	315	130%	B	12%	4%	Park East High School	Screened
06M540	Manhattan	A. Philip Randolph Campus High School	443 West 135 Street	1328	1449	92%	C	6%	5%	Academic Professions	Educational Option
06M540	Manhattan	A. Philip Randolph Campus High School	443 West 135 Street	1328	1449	92%	C	6%	5%	Humanities Program	Screened
02M294	Manhattan	Essex Street Academy	350 Grand Street	343	453	76%	C	13%	4%	Essex Street Academy	Limited Unscreened
02M439	Manhattan	Manhattan Village Academy	43 West 22 Street	414	499	83%	A	5%	4%	Manhattan Village Academy	Screened
04M555	Manhattan	Central Park East High School	1573 Madison	479	602	80%	A	8%	3%	Central Park East	Screened

			Avenue									
06M293	Manhattan	City College Academy of the Arts	4600 Broadway	593	599	99%	A	7%	4%	City College Academy of the Arts	Screened	
02M534	Manhattan	Harvest Collegiate High School	34 West 14 Street	232	175	133%	-	14%	3%	Harvest Collegiate High School	Limited Unscreened	
02M425	Manhattan	Leadership and Public Service High School	90 Trinity Place	659	744	89%	B	11%	6%	Leadership and Public Service	Educational Option	
02M580	Manhattan	Richard R. Green High School of Teaching	26 Broadway	588	572	103%	C	17%	5%	Liberal Arts Academy	Educational Option	
02M449	Manhattan	Vanguard High School	317 East 67 Street	459	534	86%	B	17%	6%	College Preparatory	Educational Option	
03M415	Manhattan	Wadleigh Secondary School for the Performing & Visual Arts	215 West 114 Street	506	666	76%	F	9%	6%	Wadleigh Secondary	Limited Unscreened	
02M432	Manhattan	Murray Hill Academy	111 East 33rd Street	299	333	90%	-	18%	6%	Murray Hill Academy	Limited Unscreened	
03M860	Manhattan	Frederick Douglass Academy II Secondary School	215 West 114 Street	415	518	80%	B	16%	9%	Frederick Douglass Academy II for New Students	Educational Option	
03M860	Manhattan	Frederick Douglass Academy II Secondary School	215 West 114 Street	415	518	80%	B	16%	9%	Frederick Douglass Academy II for Continuing Students	Screened	
02M047	Manhattan	47 The American Sign Language and English Secondary School	223 East 23 Street	183	268	68%	A	7%	7%	English/American Sign Language Dual Language Environment	Screened	
02M400	Manhattan	High School for Environmental Studies	444 West 56 Street	1281	1033	124%	B	16%	7%	Environmental Studies	Educational Option	
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 West 46 Street	678	545	124%	C	11%	9%	International Marketing, Computer	Educational Option	

										Applications, Foreign Trade and Virtual Enterprise	
04M409	Manhattan	Coalition School for Social Change	2351 1st Avenue	306	432	71%	F	21%	11%	Coalition School for Social Change	Educational Option
01M509	Manhattan	Marta Valle High School	145 Stanton Street	394	568	69%	F	21%	8%	Marta Valle High School	Educational Option
03M299	Manhattan	High School for Arts, Imagination And Inquiry	122 Amsterdam Avenue	427	436	98%	B	13%	13%	High School for Arts, Imagination And Inquiry	Limited Unscreened
02M437	Manhattan	Hudson High School of Learning Technologies	351 West 18 Street	458	348	132%	-	13%	9%	Hudson High School of Learning Technologies	Limited Unscreened
02M500	Manhattan	Unity Center for Urban Technologies	111 East 33rd Street	253	372	68%	A	16%	8%	Unity Center for Urban Technologies	Educational Option
05M367	Manhattan	Academy for Social Action: A College Board School	509 West 129 Street	268	408	66%	F	20%	17%	Academy for Social Action: A College Board School	Limited Unscreened
03M403	Manhattan	The Global Learning Collaborative	145 West 84 Street	472	577	82%	C	20%	15%	The Global Learning Collaborative	Limited Unscreened
06M423	Manhattan	High School for Excellence and Innovation	650 Academy Street	195	335	58%	-	15%	16%	High School for Excellence and Innovation	Limited Unscreened
06M348	Manhattan	Washington Heights Expeditionary Learning School	511 West 182nd Street	646	760	85%	B	12%	16%	Washington Heights Expeditionary Learning School	Limited Unscreened
02M419	Manhattan	Landmark High School	351 West 18 Street	376	554	68%	B	27%	16%	Landmark High School	Educational Option
02M303	Manhattan	The Facing History School	525 West 50th Street	411	479	86%	B	24%	21%	The Facing History School	Limited Unscreened
01M292	Manhattan	Henry Street School for International Studies	220 Henry Street	296	757	39%	D	20%	19%	International Studies	Limited Unscreened

02M399	Manhattan	The High School for Language and Diplomacy	40 Irving Place	349	440	79%	D	10%	15%	High School for Language and Diplomacy	Limited Unscreened
06M346	Manhattan	Community Health Academy of the Heights	504 West 158th Street	586	562	104%	C	5%	28%	Community Health Academy of the Heights	Limited Unscreened
02M545	Manhattan	High School for Dual Language And Asian Studies	350 Grand Street	409	459	89%	A	0%	36%	High School for Dual Language And Asian Studies	Screened
06M462	Manhattan	The College Academy	549 Audubon Avenue	534	566	94%	B	9%	50%	International Business	Educational Option
02M459	Manhattan	Manhattan International High School	317 East 67 Street	328	423	78%	A	0%	78%	Humanities and Interdisciplinary	Screened: Language
02M427	Manhattan	Manhattan Academy for Arts & Language	111 East 33rd Street	302	210	144%	-	1%	81%	Manhattan Academy for Arts & Language	Screened: Language
02M438	Manhattan	International High School at Union Square	40 Irving Place	337	439	77%	-	4%	90%	International High School at Union Square	Screened: Language

Sources:	
2013-2014 Projected Enrollment	All figures are from the 2013-2014 Audited Register (as of October 31, 2013).
2011-2012 Organization Capacity	School Capacity in 2012-2013 from the School Utilization Report ("Blue Book").
2013-2014 Organization Utilization (Org Util)	All references to building utilization rates in this document are based on target capacity data from the 2012-2013 Blue Book and enrollment data from the charter headcount as of September 30, 2013 or the 2013-2014 Audited Register (as of October 31, 2013). This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2013-2014 Audited Register (as of October 31, 2013). This count does not include SETSS or students receiving speech or language services.

% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2013-2014 Audited Register (as of October 31, 2013).
Progress Report	2012-2013 Progress Report Grade.
Admissions	Process by which students are admitted to the school.

Appendix B.I.: High Schools That Offer CTE Programs in the Business Management and Administration Career Cluster

DBN	Borough	School Name	Address	2013-2014 Audited Enrollment	2012-2013 Org Capacity	2013-2014 Audited Org Util	2012-2013 Overall Grade	% SE	% EL	Program Name	School Admissions Method ⁴⁶	CTE State Approval Status
02M392	Manhattan	Manhattan Business Academy	351 West 18 Street	415	494	84%	B	14%	7%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
02M393	Manhattan	Business of Sports School	439 West 49th Street	417	515	81%	B	11%	6%	Entrepreneurship and Business Management	Limited Unscreened	Approved
02M460	Manhattan	Washington Irving High School	40 Irving Place	289	1151	25%	-	6%	17%	Union Square Business Academy	Phasing out	Phase-out
02M489	Manhattan	High School of Economics and Finance	100 Trinity Place	750	741	101%	B	9%	8%	Entrepreneurship/Virtual Enterprise	Educational Option	Non-Approved
02M489	Manhattan	High School of Economics and Finance	100 Trinity Place	750	741	101%	B	9%	8%	Academy of Finance	Educational Option	Non-Approved
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 West 46 Street	678	545	124%	C	11%	9%	Entrepreneurship/Virtual Enterprise	Educational Option	Non-Approved
02M620	Manhattan	Norman Thomas High School	111 East 33rd Street	193	1156	17%	-	22%	24%	Accounting	Phasing out	Phase-out

⁴⁶ The admissions method of programs that are in the process of phasing out are only open to students who are of the remaining grade levels.

02M620	Manhattan	Norman Thomas High School	111 East 33rd Street	193	1156	17%	-	22%	24%	Entrepreneurship/Virtual Enterprise	Phasing out	Phase-out
03M299	Manhattan	High School for Arts, Imagination & Inquiry	122 Amsterdam Avenue	427	436	98%	B	13%	13%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
08X405	Bronx	Herbert H Lehman High School	3000 East Tremont Avenue	1953	2726	72%	F	8%	9%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Zoned	Non-Approved
08X650	Bronx	Jane Addams High School for Academic Careers	900 Tinton Avenue	287	759	38%	-	7%	11%	Entrepreneurship/Virtual Enterprise	Phasing out	Phase-out
09X412	Bronx	Bronx High School for Business	240 East 172 Street	348	508	69%	C	17%	30%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
10X284	Bronx	Bronx School of Law and Finance	99 Terrace View Avenue	427	556	77%	C	18%	10%	Academy of Finance	Limited Unscreened	Non-Approved
10X368	Bronx	In Tech Academy (M.S./ High School 368)	2975 Tibbett Avenue	1033	977	106%	C	10%	14%	Entrepreneurship/Virtual Enterprise	Screened	Non-Approved
10X433	Bronx	High School for Teaching and the Profession	2780 Reservoir Avenue	484	543	89%	B	20%	21%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
10X440	Bronx	DeWitt Clinton High School	100 West Mosholu Parkway South	2635	3350	79%	F	13%	22%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened	Ineligible
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	407	1067	38%	-	1%	24%	Academy of Finance	Phasing out	Phase-out
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	407	1067	38%	-	1%	24%	Entrepreneurship/Virtual Enterprise	Phasing out	Phase-out

11X270	Bronx	Academy for Scholarship and Entrepreneurship: A College Board School	921 East 228th Street	432	614	70%	B	14%	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
13K430	Brooklyn	Brooklyn Technical High School	29 Ft Greene Place	5434	4411	123%	A	0%	0%	Entrepreneurship/Entrepreneurial Studies	Test	Non-Approved
14K610	Brooklyn	Automotive High School	50 Bedford Avenue	413	891	46%	F	9%	8%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened, Screened	Non-Approved
16K688	Brooklyn	The Brooklyn Academy for Global Finance	125 Stuyvesant Avenue	145	270	54%	F	12%	10%	Academy of Global Commerce	Limited Unscreened	Non-Approved
17K625	Brooklyn	Paul Robeson High School	150 Albany Avenue	38	418	9%	-	21%	8%	Academy of Finance	Phasing out	Phase-out
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 Tilden Avenue	304	724	42%	B	20%	8%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Non-Approved
20K445	Brooklyn	New Utrecht High School	1601 80 Street	3148	2217	142%	A	12%	21%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened, Screened, Screened: Language, Zoned	Non-Approved
20K490	Brooklyn	Fort Hamilton High School	8301 Shore Road	4211	2719	155%	B	11%	19%	Entrepreneurship/Virtual Enterprise	Audition, Screened, Zoned	Non-Approved
21K410	Brooklyn	Abraham Lincoln High School	2800 Ocean Parkway	2259	1967	115%	B	12%	15%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened, Zoned	Non-Approved
21K525	Brooklyn	Edward R. Murrow High School	1600 Avenue L	3961	3313	120%	B	11%	8%	Entrepreneurship/Virtual Enterprise	Audition, Educational Option, Screened:	Non-Approved

											Language	
21K540	Brooklyn	John Dewey High School	50 Avenue X	1806	2389	76%	B	9%	24%	Academy of Finance	Educational Option, Screened, Screened: Language	Non-Approved
22K425	Brooklyn	James Madison High School	3787 Bedford Avenue	3029	2288	132%	C	8%	12%	Academy of Finance/Financial Management	Screened, Zoned	Non-Approved
22K495	Brooklyn	Sheepshead Bay High School	3000 Avenue X	987	2393	41%	-	13%	26%	Business Institute/Virtual Enterprise	Phasing out	Phase-out
24Q264	Queens	Academy of Finance & Enterprise	30-20 Thomson Avenue	467	373	125%	A	9%	7%	Academy of Finance	Limited Unscreened	Approved
24Q264	Queens	Academy of Finance & Enterprise	30-20 Thomson Avenue	467	373	125%	A	9%	7%	Entrepreneurship/Virtual Enterprise	Limited Unscreened	Approved
24Q485	Queens	Grover Cleveland High School	21-27 Himrod Street	1809	2223	81%	D	10%	23%	Academy of Finance	Educational Option, Zoned	Non-Approved
24Q550	Queens	High School for Arts and Business	105-25 Horace Harding Expy N	883	551	160%	A	3%	13%	Entrepreneurship/Virtual Enterprise	Educational Option	Approved
24Q600	Queens	Queens Vocational & Technical High School	37-02 47 Avenue	1493	1216	123%	B	10%	5%	Virtual Enterprise/Entrepreneurship	Audition, Educational Option, Screened	Non-Approved
25Q460	Queens	Flushing High School	35-01 Union Street	2441	1956	125%	F	11%	20%	Entrepreneurship/Virtual Enterprise	Educational Option, Zoned	Non-Approved
25Q460	Queens	Flushing High School	35-01 Union Street	2441	1956	125%	F	11%	20%	Marketing	Educational Option, Zoned	Non-Approved
26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4012	2360	170%	A	11%	14%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Zoned	Non-Approved
27Q480	Queens	John Adams High School	101-01 Rockaway	2741	2800	98%	D	11%	19%	Entrepreneurship/Virtual Enterprise	Educational Option,	Non-Approved

			Boulevard								Screened, Zoned	d
28Q44 0	Queens	Forest Hills High School	67-01 110 Street	3752	2015	186%	A	9%	9%	Entrepreneurship/Virtual Enterprise	Audition, Educationa l Option, Screened, Zoned	Non- Approve d
28Q47 0	Queens	Jamaica High School	167-01 Gothic Drive	50	480	10%	-	12 %	28 %	Academy of Finance	Phasing out	Phase- out
28Q50 5	Queens	Hillcrest High School	160-05 Highland Avenue	3146	2676	118%	B	6%	14 %	Business Institute	Audition, Educationa l Option, Screened, Zoned	Non- Approve d
29Q49 6	Queens	Business, Computer Applications, Entrepreneurshi p High School	207- 01 116th Avenue	198	533	37%	-	1%	13 %	Entrepreneurship/Virtual Enterprise	Phasing out	Phase- out
30Q44 5	Queens	William Cullen Bryant High School	48-10 31 Avenue	2610	2742	95%	B	10 %	19 %	Entrepreneurship/Virtual Enterprise	Screened, Zoned	Expired
30Q55 5	Queens	Newcomers High School	28-01 41 Avenue	912	781	117%	A	0%	87 %	Entrepreneurship/Virtual Enterprise	Screened: Language	Non- Approve d
31R44 0	Staten Island	New Dorp High School	465 New Dorp Lane	2616	3297	79%	B	6%	4%	Entrepreneurship/Virtual Enterprise	Educational Option, Screened, Zoned	Expired
31R44 5	Staten Island	Port Richmond High School	85 St Josephs Avenue	1723	2145	80%	C	14 %	5%	Entrepreneurship/Virtual Enterprise	Educational Option, Limited Unscreened , Screened, Zoned	Non- Approve d
31R45 5	Staten Island	Tottenville High School	100 Luten Avenue	3893	3475	112%	B	10 %	1%	Academy of Finance	Educational Option, Screened, Zoned	Non- Approve d
31R46 0	Staten Island	Susan Wagner High School	1200 Manor Road	3418	2772	123%	A	16 %	3%	Academy of Finance	Audition, Educationa	Non- Approve

											1 Option, Screened, Zoned	d
31R460	Staten Island	Susan Wagner High School	1200 Manor Road	3418	2772	123%	A	16%	3%	Virtual Enterprise/Entrepreneurship	Audition, Educational Option, Screened, Zoned	Non-Approved

Note about CTE Programs and Pathways: A CTE Program of study can fall into one of over 70 career pathways. Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Career Pathways is a term used to identify the workforce development strategy, adopted at federal, state, and city levels, to increase education, training and learning opportunities for the nation's current and emerging workforce. There are sixteen career clusters identified at the federal level. Those sixteen clusters can be further divided into over 70 career pathways.

Appendix B.II.: High Schools That Offer CTE Programs in the Manufacturing Production Career Cluster

DBN	Borough	School Name	Address	2013-2014 Audited Enrollment	2012-2013 Org Capacity	2013-2014 Audited Org Util	2012-2013 Overall Grade	% SE	% ELL	Program Name	School Admissions Method ⁴⁷	CTE State Approval Status
01M515	Manhattan	Lower East Side Prep	145 Stanton Street	546	568	96%	A	0%	74%	Robotics	Transfer	Non-Approved
02M542	Manhattan	Manhattan Bridges High School	525 West 50th Street	546	652	84%	A	0%	63%	Academy of Engineering	Screened	Non-Approved
02M551	Manhattan	Urban Assembly New York Harbor School	10 South Street, Slip 7	433	421	103%	B	11%	4%	Robotics	Limited Unscreened	Non-Approved

⁴⁷ The admissions method of programs that are in the process of phasing out are only open to students who are of the remaining grade levels.

02M615	Manhattan	Chelsea Career and Technical Education High School	131 Avenue of the Americas	439	522	84%	B	12%	4%	Graphic Design	Educational Option, Screened	Approved
02M630	Manhattan	Art and Design High School	231-249 East 56 Street	1417	1409	101%	B	10%	1%	Architectural Design	Audition	Expired
02M630	Manhattan	Art and Design High School	231-249 East 56 Street	1417	1409	101%	B	10%	1%	Cartoon and Animation, Interactive Tech	Audition	Approved
02M630	Manhattan	Art and Design High School	231-249 East 56 Street	1417	1409	101%	B	10%	1%	Illustration and Graphic Design	Audition	Expired
07X655	Bronx	Samuel Gompers Career and Technical Education High School	455 Southern Blvd	188	823	23%	-	1%	15%	Computer Aided Design (CAD)	Phasing out	Phase-out
07X655	Bronx	Samuel Gompers Career and Technical Education High School	455 Southern Blvd	188	823	23%	-	1%	15%	Desktop Publishing	Phasing out	Phase-out
10X213	Bronx	Bronx Engineering and Technology Academy	99 Terrace View Avenue	409	523	78%	B	17%	14%	Technology Education Pre-Engineering -PLTW	Limited Unscreened	Non-Approved
10X475	Bronx	John F. Kennedy High School	99 Terrace View Avenue	151	729	21%	-	11%	32%	Graphic Design	Phasing out	Phase-out
10X660	Bronx	Grace Dodge Career and Technical Education	2474 Crotona Avenue	407	1067	38%	-	1%	24%	Desktop Publishing	Phasing out	Phase-out

		High School										
11X418	Bronx	Bronx High School for Visual Arts	2040 Antin Pl	497	486	102%	C	16%	5%	Graphic Design	Limited Unscreened	Non-Approved
13K419	Brooklyn	Science Skills Center High School for Science, Technology and the Creative Arts	49 Flatbush Avenue Extension	521	661	79%	B	11%	5%	Pre-Engineering/Project Lead the Way	Educational Option, Screened	Non-Approved
13K430	Brooklyn	Brooklyn Technical High School	29 Ft Greene Place	5434	4411	123%	A	0%	0%	Computer Integrated Manufacturing	Test	Approved
13K430	Brooklyn	Brooklyn Technical High School	29 Ft Greene Place	5434	4411	123%	A	0%	0%	Civil Engineering, Architecture and General Technology	Test	Approved
14K558	Brooklyn	Williamsburg High School for Architecture and Design	257 North 6 Street	576	553	104%	A	21%	7%	Architectural Drafting and Architectural CAD/CADD/Preservation Arts	Limited Unscreened	Approved
16K455	Brooklyn	Boys and Girls High School	1700 Fulton Street	879	3232	27%	F	18%	3%	Robotics	Screened, Zoned	Non-Approved
16K455	Brooklyn	Boys and Girls High School	1700 Fulton Street	879	3232	27%	F	18%	3%	Graphic Design/Fabrication	Screened, Zoned	Non-Approved
19K615	Brooklyn	Transit Tech Career and Technical Education High School	1 Wells Street	1145	1224	94%	C	10%	4%	Transit Industrial Electronics	Educational Option, Screened	Approved
24Q455	Queens	Newtown High School	48-01 90 Street	2005	2358	85%	B	11%	32%	Architecture	Audition, Educational Option, Screened,	Non-Approved

											Zoned	
24Q550	Queens	High School for Arts and Business	105-25 Horace Harding Expy N	883	551	160%	A	3%	13%	Graphic Design	Educational Option	Non-Approved
25Q525	Queens	Townsend Harris High School	149-11 Melbourne Avenue	1150	906	127%	A	0%	0%	Robotics	Screened	Non-Approved
27Q650	Queens	High School for Construction Trades, Eng. & Arch	94-06 104th Street	945	913	104%	A	8%	0%	Architecture	Screened	Approved
28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	3146	2676	118%	B	6%	14%	CADD	Audition, Educational Option, Screened, Zoned	Non-Approved
28Q620	Queens	Thomas Edison Career and Technical Education High School	165-65 84 Avenue	2152	1768	122%	A	6%	1%	Mechanical Drafting	Educational Option, Screened	Approved
28Q620	Queens	Thomas Edison Career and Technical Education High School	165-65 84 Avenue	2152	1768	122%	A	6%	1%	Robotics	Educational Option, Screened	Approved
28Q620	Queens	Thomas Edison Career and Technical Education High School	165-65 84 Avenue	2152	1768	122%	A	6%	1%	Graphic Arts	Educational Option, Screened	Approved

31R450	Staten Island	Curtis High School	105 Hamilton Avenue	2365	1712	138%	B	11%	6%	Graphic Design	Educational Option, Screened, Unscreened, Zoned	Non-Approved
31R600	Staten Island	Ralph McKee Career and Technical Education High School	290 St Marks Place	605	935	65%	B	17%	2%	Graphic Design	Educational Option, Screened	Expired
79M645	Manhattan	School of Cooperative Technology Education	321 East 96th Street	N/A	N/A	N/A	-	-	-	Welding	GED Application	Expired

Note about CTE Programs and Pathways: A CTE Program of study can fall into one of over 70 career pathways. Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Career Pathways is a term used to identify the workforce development strategy, adopted at federal, state, and city levels, to increase education, training and learning opportunities for the nation's current and emerging workforce. There are sixteen career clusters identified at the federal level. Those sixteen clusters can be further divided into over 70 career pathways.

Appendix B.III.: High Schools That Offer CTE Programs in the Scientific Research and Engineering Career Cluster

DBN	Borough	School Name	Address	2013-2014 Audited Enrollment	2012-2013 Org Capacity ⁴⁸	2013-2014 Audited Org Util	2012-2013 Overall Grade	% SE	% ELL	Program Name	School Admissions Method ⁴⁹	CTE State Approval Status
02M546	Manhattan	Academy for Software Engineering	40 Irving Place	241	135	179%	-	16%	3%	Software Engineering	Limited Unscreened	Non-Approved
05M692	Manhattan	High School for Math, Science and Engineering at City College	240 Convent Ave	456	451	101%	A	0%	0%	Engineering/Project Lead the Way	Test	Non-Approved
07X522	Bronx	Bronx Design and Construction Academy	333 East 151 Street	422	452	93%	-	20%	16%	Pre-Engineering/Architectural Drafting	Limited Unscreened	Non-Approved
07X655	Bronx	Samuel Gompers Career and Technical Education High School	455 Southern Blvd	188	823	23%	-	1%	15%	Pre-Engineering	Phasing out	Phase-out
08X405	Bronx	Herbert H Lehman High School	3000 East Tremont Avenue	1953	2726	72%	F	8%	9%	Engineering & Robotics	Educational Option, Screened, Zoned	Non-Approved
11X455	Bronx	Harry S. Truman	750 Baychester	1846	2669	69%	B	13%	7%	Pre-Engineering	Educational Option,	Non-Approved

⁴⁸ The organizational capacity and organizational utilization rate of new schools that opened in the 2013-2014 school year are denoted as N/A.

⁴⁹ The admissions method of programs that are in the process of phasing out are only open to students who are of the remaining grade levels.

		High School	Avenue								Screened, Zoned	
13K674	Brooklyn	City Polytechnic High School of Engineering, Architecture and Technology	105 Johnson Street	445	440	101%	-	9%	3%	Pre-Engineering	Limited Unscreened	Approved
14K610	Brooklyn	Automotive High School	50 Bedford Avenue	413	891	46%	F	9%	8%	Pre-Engineering	Educational Option, Limited Unscreened, Screened	Non-Approved
17K122	Brooklyn	Pathways in Technology Early College High School (P-Tech)	150 Albany Avenue	329	338	97%	-	15%	3%	Engineering	Limited Unscreened	Non-Approved
17K543	Brooklyn	Science Technology, and Research Early College at Erasmus (STAR)	911 Flatbush Avenue	530	686	77%	A	2%	0%	Electrical Engineering	Screened	Non-Approved
17K600	Brooklyn	Clara Barton High School	901 Classon Avenue	1474	1609	92%	B	12%	10%	Bio-Med Technology/Medical Lab Assistant	Educational Option, Screened, Screened: Language	Non-Approved
22K405	Brooklyn	Midwood High School	2839 Bedford Avenue	3842	2439	158%	B	4%	4%	Pre-Engineering	Screened, Unscreened	Approved

24Q600	Queens	Queens Vocational & Technical High School	37-02 47 Avenue	1493	1216	123%	B	10%	5%	Electrical Engineering	Audition, Educational Option, Screened	Expired
25Q525	Queens	Townsend Harris High School	149-11 Melbourne Avenue	1150	906	127%	A	0%	0%	Bio Med Technology	Screened	Non-Approved
26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4012	2360	170%	A	11%	14%	Engineering/Robotics	Educational Option, Screened, Zoned	Non-Approved
26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4012	2360	170%	A	11%	14%	Bio Technology	Educational Option, Screened, Zoned	Non-Approved
27Q650	Queens	High School for Construction Trades, Engineering & Architecture	94-06 104th Street	945	913	104%	A	8%	0%	Engineering	Screened	Approved
30Q258	Queens	Energy Tech High School	36-41 28 Street	118	N/A	N/A	N/A	12%	7%	TBD	Limited Unscreened	Non-Approved
31R445	Staten Island	Port Richmond High School	85 St Josephs Avenue	1723	2145	80%	C	14%	5%	Bio-Med Tech	Educational Option, Limited Unscreened, Screened, Zoned	Non-Approved
31R605	Staten Island	Staten Island Technical High School	485 Clawson Street	1235	1180	105%	A	0%	0%	Pre-Engineering	Test	Non-Approved

Note about CTE Programs and Pathways: A CTE Program of study can fall into one of over 70 career pathways. Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Career Pathways is a term used to identify the workforce development strategy, adopted at federal, state, and city levels, to increase education, training

and learning opportunities for the nation's current and emerging workforce. There are sixteen career clusters identified at the federal level. Those sixteen clusters can be further divided into over 70 career pathways.

Appendix B.IV.: High Schools That Offer CTE Programs in the Law and Public Safety Career Cluster

DBN	Borough	School Name	Address	2013-2014 Audited Enrollment	2012-2013 Org Capacity	2013-2014 Audited Org Util	2012-2013 Overall Grade	% SE	% ELL	Program Name	School Admissions Method ⁵⁰	CTE State Approval Status
02M460	Manhattan	Washington Irving High School	40 Irving Place	289	1151	25%	-	6%	17%	Computer Forensics	Phasing out	Phase-out
02M460	Manhattan	Washington Irving High School	40 Irving Place	289	1151	25%	-	6%	17%	Law Academy/Legal Studies	Phasing out	Phase-out
06M467	Manhattan	High School for Law and Public Service	549 Audubon Avenue	669	547	122%	B	12%	28%	Law Academy/Legal Studies	Educational Option	Non-Approved
08X405	Bronx	Herbert H. Lehman High School	3000 East Tremont Avenue	1953	2726	72%	F	8%	9%	Forensic Science & Technology	Educational Option, Screened, Zoned	Non-Approved
08X405	Bronx	Herbert H. Lehman High School	3000 East Tremont Avenue	1953	2726	72%	F	8%	9%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	Non-Approved
08X519	Bronx	Felisa Rincon de Gautier Institute for Law and	1440 Story Avenue	335	392	85%	D	18%	11%	Law Academy/Legal Studies	Limited Unscreened	Non-Approved

⁵⁰ The admissions method of programs that are in the process of phasing out are only open to students who are of the remaining grade levels.

		Public Policy										
08X650	Bronx	Jane Addams High School for Academic Careers	900 Tinton Avenue	287	759	38%	-	7%	11%	Law Academy/Legal Studies	Phasing out	Phase-out
09X525	Bronx	Bronx Leadership Academy High School	1710 Webster Avenue	699	552	127%	C	5%	11%	Law Academy/Legal Studies	Educational Option	Non-Approved
10X284	Bronx	Bronx School of Law and Finance	99 Terrace View Avenue	427	556	77%	C	18%	10%	Law Academy/Legal Studies	Limited Unscreened	Non-Approved
10X439	Bronx	Bronx High School for Law and Community Service	500 East Fordham Road	394	432	91%	B	16%	16%	Law Enforcement Academy	Educational Option	Non-Approved
10X660	Bronx	Grace Dodge Career and Technical Education High School	2474 Crotona Avenue	407	1067	38%	-	1%	24%	Law Academy/Legal Studies	Phasing out	Phase-out
11X455	Bronx	Harry S. Truman High School	750 Baychester Avenue	1846	2669	69%	B	13%	7%	Law Enforcement Academy	Educational Option, Screened, Zoned	Non-Approved
11X455	Bronx	Harry S. Truman High School	750 Baychester Avenue	1846	2669	69%	B	13%	7%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	Non-Approved
13K430	Brooklyn	Brooklyn Technical High School	29 Ft Greene Place	5434	4411	123%	A	0%	0%	Criminal Justice	Test	Non-Approved

14K477	Brooklyn	The School for Legal Studies	850 Grand Street	625	1051	59%	F	13%	14%	Law Enforcement Academy	Educational Option	Non-Approved
15K519	Brooklyn	Cobble Hill School of American Studies	347 Baltic Street	562	841	67%	B	17%	7%	Law Academy/Legal Studies	Limited Unscreened	Non-Approved
16K455	Brooklyn	Boys and Girls High School	1700 Fulton Street	879	3232	27%	F	18%	3%	Law Academy/Legal Studies	Screened, Zoned	Non-Approved
16K498	Brooklyn	Brooklyn High School for Law and Technology	1396 Broadway	509	663	77%	B	13%	4%	Law Academy/Legal Studies	Educational Option, Screened	Non-Approved
18K642	Brooklyn	Urban Action Academy	1600 Rockaway Parkway	305	527	58%	C	13%	10%	Law Academy/Legal Studies	Limited Unscreened	Non-Approved
20K445	Brooklyn	New Utrecht High School	1601 80 Street	3148	2217	142%	A	12%	21%	Law Academy/Legal Studies	Educational Option, Limited Unscreened, Screened, Screened: Language, Zoned	Non-Approved
20K490	Brooklyn	Fort Hamilton High School	8301 Shore Road	4211	2719	155%	B	11%	19%	Law Academy/Legal Studies	Audition, Screened, Zoned	Non-Approved
22K405	Brooklyn	Midwood High School	2839 Bedford Avenue	3842	2439	158%	B	4%	4%	Law Academy/Legal Studies	Screened, Unscreened	Non-Approved
22K425	Brooklyn	James Madison High School	3787 Bedford Avenue	3029	2288	132%	C	8%	12%	Law Academy/Legal Studies	Screened, Zoned	Non-Approved
22K495	Brooklyn	Sheepshead Bay High School	3000 Avenue X	987	2393	41%	-	13%	26%	Law Academy/Legal Studies	Phasing out	Phase-out

25Q460	Queens	Flushing High School	35-01 Union Street	2441	1956	125%	F	11%	20%	Law Enforcement Academy	Educational Option, Zoned	Non-Approved
25Q460	Queens	Flushing High School	35-01 Union Street	2441	1956	125%	F	11%	20%	Law Academy/Legal Studies	Educational Option, Zoned	Non-Approved
25Q525	Queens	Townsend Harris High School	149-11 Melbourne Avenue	1150	906	127%	A	0%	0%	Law Academy/Legal Studies	Screened	Non-Approved
26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4012	2360	170%	A	11%	14%	Criminal Justice	Educational Option, Screened, Zoned	Non-Approved
26Q430	Queens	Francis Lewis High School	58-20 Utopia Parkway	4012	2360	170%	A	11%	14%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	Non-Approved
27Q400	Queens	August Martin High School	156-10 Baisley Boulevard	803	1783	45%	F	22%	6%	Law Academy/Legal Studies	Educational Option, Limited Unscreened	Non-Approved
27Q475	Queens	Richmond Hill High School	89-30 114 Street	2194	2165	101%	D	12%	19%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	Non-Approved
27Q480	Queens	John Adams High School	101-01 Rockaway Boulevard	2741	2800	98%	D	11%	19%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	Non-Approved
28Q440	Queens	Forest Hills High School	67-01 110 Street	3752	2015	186%	A	9%	9%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	Non-Approved
28Q470	Queens	Jamaica High School	167-01 Gothic Drive	50	480	10%	-	12%	28%	Law Academy/Legal Studies	Phasing out	Phase-out

28Q505	Queens	Hillcrest High School	160-05 Highland Avenue	3146	2676	118%	B	6%	14%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	Non-Approved
30Q445	Queens	William Cullen Bryant High School	48-10 31 Avenue	2610	2742	95%	B	10%	19%	Law Academy/Legal Studies	Screened, Zoned	Non-Approved
31R440	Staten Island	New Dorp High School	465 New Dorp Lane	2616	3297	79%	B	6%	4%	Computer Forensics	Educational Option, Screened, Zoned	Non-Approved
31R440	Staten Island	New Dorp High School	465 New Dorp Lane	2616	3297	79%	B	6%	4%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	Non-Approved
31R450	Staten Island	Curtis High School	105 Hamilton Avenue	2365	1712	138%	B	11%	6%	Law Enforcement Academy	Educational Option, Screened, Unscreened, Zoned	Non-Approved
31R455	Staten Island	Tottenville High School	100 Luten Avenue	3893	3475	112%	B	10%	1%	Law Academy/Legal Studies	Educational Option, Screened, Zoned	Non-Approved
31R460	Staten Island	Susan Wagner High School	1200 Manor Road	3418	2772	123%	A	16%	3%	Law Academy/Legal Studies	Audition, Educational Option, Screened, Zoned	Non-Approved

Note about CTE Programs and Pathways: A CTE Program of study can fall into one of over 70 career pathways. Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Career Pathways is a term used to identify the workforce development strategy, adopted at federal, state, and city levels, to increase education, training and learning opportunities for the nation's current and emerging workforce. There are sixteen career clusters identified at the federal level. Those sixteen clusters can be further divided into over 70 career pathways.

Appendix B.V.: High Schools That Offer CTE Programs in the Marketing Sales and Service Career Cluster

DBN	Borough	School Name	Address	2013-2014 Audited Enrollment	2012-2013 Org Capacity	2013-2014 Audited Org Util	2012-2013 Overall Grade	% SE	% EL L	Program Name	School Admissions Method ⁵¹	CTE State Approval Status
02M600	Manhattan	High School of Fashion Industries	225 West 24 Street	1727	1879	92%	A	5%	3%	Fashion Design	Audition	Approved
02M600	Manhattan	High School of Fashion Industries	225 West 24 Street	1727	1879	92%	A	5%	3%	Fashion Merchandising/Marketing	Audition	Approved
02M600	Manhattan	High School of Fashion Industries	225 West 24 Street	1727	1879	92%	A	5%	3%	Visual and Fashion Merchandising	Audition	Approved
02M620	Manhattan	Norman Thomas High School	111 East 33rd Street	193	1156	17%	-	22%	24%	Visual and Fashion Merchandising	Phasing out	Phase-out
02M620	Manhattan	Norman Thomas High School	111 East 33rd Street	193	1156	17%	-	22%	24%	Sports Marketing	Phasing out	Phase-out
08X650	Bronx	Jane Addams High School for	900 Tinton Avenue	287	759	38%	-	7%	11%	Cosmetology	Phasing out	Phase-out

⁵¹ The admissions method of programs that are in the process of phasing out are only open to students who are of the remaining grade levels.

		Academic Careers										
19K660	Brooklyn	W.H. Maxwell Career and Technical Education High School	145 Pennsylvania Avenue	430	1041	41%	A	20%	8%	Cosmetology	Educational Option	Approved
19K660	Brooklyn	W.H. Maxwell Career and Technical Education High School	145 Pennsylvania Avenue	430	1041	41%	A	20%	8%	Nail Technology	Educational Option	Approved
24Q600	Queens	Queens Vocational & Technical High School	37-02 47 Avenue	1493	1216	123%	B	10%	5%	Cosmetology	Audition, Educational Option, Screened	Approved
79M645	Manhattan	School of Cooperative Technology Education	321 East 96th Street	N/A	N/A	N/A	N/A	N/A	N/A	Cosmetology	GED Application	Expired
79M645	Manhattan	School of Cooperative Technology Education	321 East 96th Street	N/A	N/A	N/A	N/A	N/A	N/A	Hair Styling	GED Application	Non-Approved

Note about CTE Programs and Pathways: A CTE Program of study can fall into one of over 70 career pathways. Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry

standards. Career Pathways is a term used to identify the workforce development strategy, adopted at federal, state, and city levels, to increase education, training and learning opportunities for the nation's current and emerging workforce. There are sixteen career clusters identified at the federal level. Those sixteen clusters can be further divided into over 70 career pathways.